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ABSTRACT

This manual, intended to assist teachers in identifying students with limited-English proficiency who may have special needs, concentrates on four areas: language, observation, testing, and learning problems. The main part of the manual has eight sections dealing with the following topics: (1) observation techniques and methods; (2) modifications in the regular classroom for specific learning problems and learning styles, including strategies for the non-reader; (3) discussion of learning problems in behavioral terms; (4) reading assessment and techniques; (5) the child's language patterns; (6) general testing procedures, including a discussion of types of tests, standardized testing, criterion-referenced testing and testing the culturally and linguistically different child; (7) Chapter 766, a comprehensive Massachusetts law that requires children with special needs to be provided with education in accordance with those needs; and (8) the teacher in an advocate role, with a list of state and federal agencies teachers can contact to obtain services for their students. The remainder of the volume provides glossary, bibliography, and several appendices containing check lists and time sample sheets for the observational stage, a guide for non-biased assessment, language dominance/language proficiency tests, tests on learning problems, and resources. (AMH)

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MANUAL FOR IDENTIFICATION OF LIMITED-ENGLISH PROFICIENCY STUDENTS WITH SPECIAL NEEDS

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MASSACHUSETTS DEPARTMENT OF EDUCATION
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MARCH 1980

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MANUAL FOR IDENTIFICATION OF LIMITED-ENGLISH PROFICIENCY STUDENTS WITH SPECIAL NEEDS

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Dear Readers:

We hope that the Manual for Identification of Limited-English Proficiency Students with Special Needs serves you as one resource to aid you in understanding and in providing limited-English proficiency students with appropriate services.

In the past you may have received a copy of Guidelines for Non-Discriminatory Assessment of Children with Limited-English Speaking Ability. This manual was revised and the changes and additions have outdated it.

Discard the first manual and replace it with this copy of the Manual for Identification of Limited-English Proficiency Students with Special Needs, which will provide readers with comprehensive information in this area.

Bilingual Multicultural Special Education Project
March 1980

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I. INTRODUCTION

INTRODUCTION

The purpose of this manual is to assist teachers in identifying students of limited-English proficiency who may have special needs. After considerable thought and discussion we decided to focus on the areas of language, informal observation, testing, and learning problems. An exhaustive treatment of special needs in limited-English proficiency students would require work beyond the scope of this project's intent. We have therefore limited the content to areas which directly involve the regular classroom teacher.

In no way is this manual to be used as a set of stringent rules. It is designed to provide classroom teachers with a workable guide in identifying those students who may need special services.

The regular classroom teacher is in the best position to determine the needs of his/her student. It is hoped that this manual will be helpful to them.

II. OBSERVATION

OBSERVATION

A. Initial Identification

Initial identification of a student with a possible learning problem can be a simple process for the classroom teacher. The teacher has the unique opportunity of being able to observe students in academic situations, during personal interaction with peers and adults, and in being able to notice what stimuli bring about specific behavior patterns in children. Teachers present lessons daily and are frustrated when not all the students master the objectives. Students who have difficulty grasping concepts become equally frustrated at their inability to please the teacher and acquire the skills being taught. This dual frustration can be alleviated if the teacher makes careful observations of the student's specific patterns of behavior and modifies his/her teaching methods accordingly.

B. Observational Methods

Observational methods are especially convenient because the classroom provides a natural setting. Different types of observational methods may be used. Two popular observation procedures are diary - type recording and time sampling.

In time sampling, the periods of observation may vary from less than a minute to a few hours. Not only can observation be done in blocks of time, but they may also be done in blocks of days, varying from one day to many months. Diary - type recording is a day to day reporting of the student's behavior. Observations should be limited to particular skills in social and academic areas.

It is important to record all behaviors and information during the observation period. By taking a time sampling or in using the diary approach, the observer should look for consistent behaviors which may indicate a specific learning problem. A one time occurrence does not necessarily indicate a learning disorder. For example, a child may be resting his head on his arm or desk while doing written seatwork. Should this happen once, it may be that the child does not feel well or has not had enough sleep. Persistent behavior of this type may be a significant indicator of a vision problem. The teacher should then consider the possibility that the child's difficulty in performing may not be a learning problem but a problem caused by not having glasses.

The classroom teacher doing the observation and recording should be careful in the terminology used in the reporting. This is both for the protection of the student from adverse labeling and also to provide an accurate description of the viewed behaviors. Wording should reflect the exact skills being used and terms should be objective in format. Some examples would be:

- Lee hits other children at least 3 times a day vs. Lee is aggressive.

- It seems that Jose has difficulty in hearing low tones vs. Jose cannot hear.

- It appears that Maria becomes easily frustrated and tends to act out when unable to complete a given task. vs. Maria is always bad and never finishes her work.

The frequency of the repeated behavior should also be recorded.

A sample observation sheet is included in Appendix A.

It is important to compare a student's behavior with the behavior of the other students in the classroom. What an adult may judge to be a problem may be normative for that age group. It is very common for children in the primary grades to reverse letters and numbers. A list of behaviors and their stages by age group are included in Appendix A. It is important to note these behaviors and not refer children for special education evaluation when they are displaying typical behavior for their age groups.

A comprehensive observation checklist for teachers is included in Appendix A of this packet. It is intended to provide a guide as to "what" to observe in children in various settings. Although there are many types of learning problems, the areas which are addressed in the checklist for the initial screening process are social interaction, gross motor coordination, fine motor coordination, visual motor coordination, visual memory, auditory memory, speech and language, and physical factors. Again, some of the performances of the students may vary with the age of the child in question and the observer should take that into account.

The observation checklist can be a useful tool for the classroom teacher. It is intended as a diagnostic instrument and not as a tracking device. It can provide useful information to the teacher as to the preferred modalities of the children and their style of learning. It is recommended that the teacher review the checklist prior to the actual observation sessions and that the teacher when alone reflect on the student's behavior in order to be as objective as possible. Appendix B includes a guide to non-biased assessment which is a good exercise to run through before filling out the checklist.

C. Environmental Conditions

The physical setting of the classroom during a particular task can also provide valuable information. A child may be able to read passages silently and answer all types of comprehension questions in written format, but may not be able to respond correctly during oral reading or in group sessions. An observant teacher would be able to modify the child's reading program to ensure success for the student. The student may become too self-conscious of reading aloud perfectly in front of his peers and, therefore, not be reading for content. Some students prefer very structured activities while others need to choose a variety of activities. These preferences should be noted as the children are signaling their preferred styles of learning and will ultimately perform better in the appropriate setting.

III. MODIFICATIONS IN THE REGULAR CLASSROOM

Ideas for Modifications in the Regular Classroom

Before a child is referred for a Chapter 766 evaluation, attempts must be made within the resources of the school system to remedy a child's learning difficulties in the regular classroom.

An important step which must be documented before referring a child for a special education evaluation is a description of the modifications made within the regular program to assist a child with special problems. Often a slight change within the regular classroom may remedy a child's difficulty and eliminate the need for a special education evaluation and placement. For example, a child who cannot copy from the chalkboard may have a problem in visual acuity, visual perception, or visual motor coordination to name a few. The teacher can eliminate possibilities by sitting the child closer to the board (and referring him/her for an eye examination) and observing the effect of this change on the child's performance. If, in fact, the problem was one of limited visual acuity, the situation may be resolved with the use of eye glasses.

No one teaching method, no one test, no one curriculum will be appropriate for all students. It is very important to keep in mind individual differences among learners and match students to teaching techniques which are best suited to the student.

Some basic principles that should be applied in modifying instruction for the child with learning difficulties:

1. Tasks should progress from the simple to the complex. For example, a child may have to practice making straight lines before forming a letter.

2. Children should receive immediate feedback on the correctness of their responses. Mistakes which are not corrected immediately may be retained and learned.

3. Divide large work assignments into several small tasks.

4. Reinforce a child's learning through praise or other rewards.

5. Provide constant review and practice.

6. Provide as many opportunities as possible for positive transfer of skills. Subjects, methods and materials should be chosen based on whether the child can transfer what he/she has learned to other situations. Learning to tie a bow on a ribbon, for example, will be transferred to learning to tie shoe laces. Over-learning facilitates transfer of skills and is essential for children with learning difficulties.

7. A child's self-concept is crucial to his/her success or failure. Research in this area suggests a strong correlation between self-concept and academic achievement. Children with learning problems are likely to have developed a history of failure. It is important to realize that a main task in remedial work is the enhancement of self-concept by providing the child with: (a) successful experiences, (b) reassuring contacts between the teacher and the

child, (c) tasks geared to the child's ability, (d) constant praise, and (e) examples of what the child has accomplished.

8. Provide the child with opportunities to act upon his/her environment and effect changes. A child's desire to explore and discover are essential factors in learning.

9. Capitalize on the child's strengths to facilitate learning. For example, a strong visual learner with auditory difficulties should be taught to read through the word-recognition approach instead of through a phonics approach.

10. Provide relevant material; provide continuity. Situations where the child is likely to fail should be avoided.

A. Learning Styles

A few words on learning styles are appropriate. Approximately 90% of all instruction occurs through the lecture, question and answer methods. Yet only 2 to 4 students out of 10 learn best auditorily (Dunn and Dunn, 1978). A child may learn best through his auditory sense, visual sense, tactual sense, kinesthetic sense or a combination of these. Each learner responds in a unique way to input, therefore, it is up to the teacher to recognize the differences among the students and help them learn through their strongest modality.

A child's learning style may also be culture-related. Certain cultures, for example, value cooperativeness over competitiveness, performance over speed, and spiritual satisfaction over material gains. A culturally different child may perform poorly in a learning environment which will base its evaluations on a totally unfamiliar scale of values. A child may be penalized for working at a slow pace because this conflicts with the dominant culture's value for speed.

For the child with learning problems a careful determination should be made of the child's strengths and weaknesses. What is the child's preferred learning modality? What is the child's linguistic competence? What is the level of the child's basic learning skills, i.e. reading, writing, arithmetic, and language arts? Information such as this will assist the teacher in capitalizing on the student's strengths by providing the child with opportunities for success and by helping him/her learn more effectively.

B. Modifications for Specific Learning Problems

The following are just a few examples of modifications which can be implemented within the regular classroom to assist the child with learning problems. Always remember to capitalize on the child's strengths and provide plenty of praise and support.

1. Short attention span

- The student should be seated where he/she will not be distracted by other students in the room. The front row would probably be best.

- He/she should not be seated near windows or other distracting areas.

- Short varied lessons will help maintain the student's interest. The skills should be presented one at a time with constant review.

- Materials used with the student should be as uncluttered as possible.

2. Hyperactivity

- Gradually lengthen the time students must attend to a task.

- Reward them when the set time has been accomplished.

- Involve the students in high interest activities.

- Reward or praise the student whenever demonstrating proper activity.

3. Auditory Discrimination Problems

- Speak slowly and clearly while facing the child.

- Use visual clues when making word presentations.

- Give the child oral directions, one step at a time. When he/she has completed one step, give him/her the next, and so forth. Increase the number of steps in oral directions gradually.

- Try to limit outside noises.

- Provide visual reinforcement as often as possible.

- Eliminate background noises as much as possible.

4. Visual Perception Problems

- Materials should be clear and uncluttered.

- Child should be seated where he/she can see the chalkboard without difficulty.

- The child should be allowed to use his finger to keep his/her place when reading.

- The student should be encouraged to verbalize written directions to check whether he/she has understood what he/she has read. This will also help him/her to auditorily reinforce visual stimulus.

- Maintain the chalkboard erased of all but pertinent visual stimuli. Underline items which you want the student to focus on.

5. Conceptualization Problems

   - Try to make problems practical and related to familiar concrete experiences. Demonstrate with concrete objects until the abstract concept is understood.

   - Ask the student simple direct questions to avoid confusion.

6. Receptive Language Difficulties

   - Give short simple directions.

   - Give plenty of visual cues.

   - Use concrete, familiar experiences and objects to present new concepts or ideas.

   - Always review the previous lesson before starting a new one.

7. Expressive Language Difficulties

   - Encourage verbal responses. Allow the student time for him to internalize and process questions before requiring an answer.

   - Provide verbal cues, like the first syllable of a word the child cannot recall.

   - Have the child tell all he/she can about certain specific objects, using as many descriptive words as possible. Have the child describe pictures.

C. Strategies for Non-Readers

For students who may be either non-readers or far below their peers in reading ability, creative techniques must be utilized to teach them concepts without the need for printed materials. The following are some teaching strategies which can be used to teach concepts which are especially relevant to content areas such as social studies and science.

1. Direct experiences: Children can construct an Indian idol in clay or cook an ethnic dinner.

2. Use of objects: Models of historical artifacts, foreign postage stamps, coins and paper money, or costumes.

3. Dramatization: Plays, simulation games, role-playing.

4. Field trips: Including community resources, such as, post office, supermarkets, factories, recreation centers, construction sites, hospitals, auto-mechanic centers, etcetera.

5. Exhibits: Displays which include collections of pictures, words, objects, maps, etcetera.

6. Audiovisual Equipment: Language masters, films, slides, records, and record players, filmstrips.

7. Music, dance, and songs.

These activities may be invaluable not only to the child with special needs, but also to the regular classroom student.

Many public school systems do not address the needs of the linguistically different child. The problem is compounded when attempting to remedy learning problems of children with limited English proficiency. It is crucial that the bilingual teacher explore outside resources such as: materials, curriculum guides, consultants, in order to assist him/her in this task. For this purpose, we have included an appendix which lists resources the bilingual teacher can utilize to create a meaningful learning environment for all students.

IV. LEARNING PROBLEMS

LEARNING PROBLEMS

Children with learning difficulties are those who function differently in certain areas in comparison to peers and societal standards. Any difficulty could interfere or impede the child's academic progress. According to Chapter 766 Regulations, a child with special needs is any youngster who is unable to progress effectively in a regular school program due to intellectual, sensory, emotional, physical, specific learning disabilities or environmental factors (See Section on Chapter 766). These learning problems may be evident in disorders of listening, thinking, memory, speaking, and in such academic areas as reading, writing, spelling, and arithmetic.

It is beyond the scope of this manual to discuss the causation of different learning problems. Learning difficulties may be caused by multiple factors, especially when we consider that a specific deficit may lead to further deficits. A child with visual-perceptual problems, for example, will not only have difficulty with reading and other academic areas, but may also develop emotional problems.

It is not the role of teachers, principals, or other persons involved with special needs students to label them with inflexible categories. It would be extremely difficult to find a child with special needs who would fit neatly into predetermined molds. We must, therefore, strive to discuss a child's learning difficulties within behavioral terms avoiding such negatively charged rubrics as emotionally disturbed, mentally retarded, etc. Often children will exhibit characteristics present in many of these categories.

Instead of describing a child as learning disabled, it is pedagogically more pragmatic and efficient to say that "Ramon has frequent reversals of the letters b and d, is reading three years below grade level, has a short attention span and limited auditory memory." These descriptions must, of course, result from careful systematic observations and objective recordings of behaviors.

No functional purpose is served by labeling a child according to disabilities. In general, the child might experience many difficulties which emanate from different sources. It is, however, the task of the educator to help in the discovery process and to take the necessary action in order to implement an appropriate educational program for the child. For this purpose, Appendix D includes a review of tests which can be utilized by regular classroom teachers to identify learning problems, cross-validate observations of the child, and implement relevant educational programs.

V. READING

READING

Much of a child's classroom time is spent in either learning to read or in the usage of those skills needed for reading. Assessment of a child's ability to read in both his/her native language and in English is important to ensure a proper educational plan for the child. Reading is related to several content areas. The relationship between spelling and reading is dependent upon a student's understanding of sound-symbol correspondence. Frequently, academic failure may be the result of reading deficiencies.

A. Informal Reading Assessment

Because the teaching of reading is important in the academic career of a child, before beginning the actual instruction process, it is important to accurately assess the student's reading skills. Students come to school with preferred learning styles, and it then becomes apparent that a teacher would need to test both the oral and silent reading skills of the child. Limited-English Proficiency children tend to have better reading comprehension skills in their native language. Teachers working with Limited-English Proficiency children should be aware that by assessing a child's reading ability in both languages and in oral and silent skills, they will be able to determine the precise academic needs of the child.

An informal reading inventory is very useful in determining a child's reading level. A short paragraph at each level should be prepared both for oral and silent reading purposes. Comprehension questions should be composed in the areas of literal, organizational, inferential, and evaluative comprehension in order to provide a complete assessment. During the administration of the oral reading portion, the teacher should be looking for errors of repetitions, omissions, substitutions, and reversals. The number of errors divided by the total number of words in the passage yields the percentage of errors. No more than two or three errors per 100 words equals an independent level of reading; errors should not total more than 3% - 5% for the instructional level; a frustrational level of reading is attained when the student reaches below 5% error. Independent comprehension is the ability of a child to recall the major parts of a story correctly and without difficulty. The child should also be able to supply additional answers to further questioning. At the instructional level, the child may forget some details or recall them incorrectly. At the frustrational level, comprehension would be fair to poor. It would be useful to the teacher to assign point values for the comprehension questions to set some criteria for the cut-off points for each level.

The information obtained would provide the teacher with a reading profile of each student in class. It would become apparent then, that remediation would be based on those errors the children

demonstrate most frequently. Should remediation not prove adequate, more specific assessment of the child would be needed to determine what variables may be involved in the child's learning difficulties. The informal assessment would, however, be a good screening device for the teacher in helping him/her refer the child for an evaluation and also, helping the teacher attempt appropriate modifications within the classroom.

B. Reading Techniques

Children with reading difficulties will require special attention from the regular classroom teacher. No one method of teaching reading is appropriate for all children. Therefore, it is important to determine children's strengths and weaknesses and their preferred learning channels. Children's strengths and preferred learning channels should then be used in teaching them reading skills. Most of the time children with reading disabilities will need a variety of strategies to develop reading skills: whole-word recognition, sound-blending strategies, identification of larger units within words, understanding of words through the use of context clues.

The following are several methods a teacher can use for teaching reading skills to children with difficulties. It is not an exhaustive exposition of all possible methods to use in reading intervention, but a limited selection of the most common techniques. There are a number of excellent texts on reading disabilities available for the teacher who wishes to further explore this area.

1. The Visual Method: This method consists of exposing words again and again until the child learns to identify words by their general configuration. Children with reading disabilities may have visual perception difficulties and may confuse words of similar shape. They may learn words in isolation yet not be able to recognize them in context. They may know the words one day and forget them the next. Children, therefore, need to see sight words in a variety of contexts until the word is firmly fixed in their minds. Sight words should be presented in picture cards, stories, games, workbooks and worksheets for continuous reinforcement.

2. The Visual-Motor Method: Some children have considerable difficulty visualizing words because of poor visual discrimination or poor visual memory. In these cases, the visual-motor method may be used. The teacher chooses three words, each about five to eight letters long, that are unfamiliar to the students. The words are printed on cards or the chalkboard and presented one at a time. The teacher says the word while pointing at it, asks the children to look at it carefully and then asks them to repeat it. Children are then instructed to close their eyes and see the word with their eyes closed. Children again look at the word and repeat it. The word is then covered and the children write it from memory on a piece of paper. They then compare their written word with the model. If the written word is incorrect, the procedure is repeated.

3. The Kinesthetic Method: Children are asked to tell the teacher a few words they would like to learn. The words are taught one at

a time. First, the word is written on a strip of paper about 4" x 10". The child traces the word on the paper with his/her index finger while he/she says each syllable of the word as he/she traces it. After the child has done this several times, he/she tries to write the word from memory. This is repeated until the child can write the word correctly from memory.

4. The Phonic Method: In this procedure, the child first learns the sounds of the letters, then how to substitute initial consonants in known words in order to figure out new ones, and finally how to blend separate sounds together in words. If a child has auditory-blending skills this approach will be useful. If, on the other hand, the child has auditory discrimination problems, he/she may not benefit from phonics instruction. In this method, the child must be able to hear differences between words which sound alike, such as cap and cup, or had and hat. The child should be able to tell whether two words begin with the same sound or not. He/she should be able to distinguish words that rhyme and should be able to hear similarities and differences in word endings. The child should first be able to hear similarities and differences of sounds in his/her native language and should, also, be able to listen to the pronunciation of a word sound by sound and blend the sounds mentally so as to be able to recognize the word intended. It is, therefore, imperative that a child possess these auditory discrimination skills when introducing the phonics method.

5. Phrasing: The practice of proper phrasing aids in understanding the content. By repeating sentences in sections according to natural conversation patterns, comprehension of the phrase is increased. The student begins to "hear" what he is reading as a natural flow of words versus the monotone decoding of printed matter.

6. Sequencing and Organization Skills: The skills of sequencing and organization can be improved by having the students follow simple directions within the classroom. Begin with one step directions which are concrete with obvious conclusions and build to more complex directions. Examples would be: directing the student to the door; picking up a pencil; erasing the blackboard; etcetera. Once the student has mastered the ability to follow one step directions, the teacher could then move on to two step procedures and three and so on.

   Sequencing a story can be done by using two sentence stories and having students relate correctly which occurred first. Again, mastery of skill would be reached by successful completion of the most simple sequencing and then moving to more complex i.e. three sentences, paragraphs etc.. Following recipes, taking medicine, washing directions, and filling out applications are, also, helpful tasks for building this skill.

7. Literal and Comprehension

   Menus, newspapers, and advertisements are useful tools in trying to

have students improve their literal recall skills. These are highly motivating to students as the content is brief and of interest to the children. Experience stories also provide for good reading material. Students who have difficulty in understanding what they read tend to demonstrate improvement when reading about familiar subject matter.

8. Inferential Comprehension

This skill is best developed by presenting students with a specific situation and asking how they would react to it. Other methods include open ended questions relating to personal experience; showing students pictures and titles and having the student develop stories; showing pictures of characters and having students describe the personality of the character. These must all start out at the most basic level with a gradual increase of difficulty that is relevant to the student's performance. One rule to remember is never to ask "yes" or "no" questions.

9. Cloze Method

The cloze method of reading is an approach where the teacher creates a written paragraph with words deleted. As a general rule the same word should always be omitted i.e. every 5th or 7th. The student must fill in the blank with a word which is appropriate to the meaning of the story.

Perhaps one of the most important things a teacher should remember is that if a specific reading method is not working, discontinue and try another method. Eventually the appropriate method for a specific child will be found.

In selecting reading materials for children, especially for those experiencing reading difficulties, it is very important to choose books which will be interesting and relevant; and age, experiences and interests should be taken into consideration.

LANGUAGE PATTERNS OF THE CHILD

Language is a communication tool. Its main components depend on listening and speaking skills. It is a facilitator of thought and of conceptual processes. It is the responsibility of the educational medium to encourage the type of instruction that will enable students to best develop their conceptual skills. It is difficult for students of limited English proficiency to maximize their conceptual potential if instruction is only given in their second language. As educators, it is our responsibility to provide optimal conditions for learning for all students irrespective of the child's dominant language. Failure to do so might arrest the child's learning growth and the development of conceptual processes.

Languages are composed of various levels of structure and development. A child's language may be at different levels in each language component Our speaking language skills differ from our reading language skills with receptive language usually being the stronger of the two. A child will invariably experience this difference in the languages available to him/her. On the other hand, he/she might demonstrate the "normal" deficits in his/her primary language, and greater deficits in the second language. Deficits in the second language, might be easily ameliorated with proper instruction such as English as a second language classes. A child with language problems in the native language is a candidate for special services.

However, in order to determine the language of instruction for the child, s/he should be assessed for language dominance and language proficiency. This is mandated by state and federal regulations as well as by the Supreme Court Decision Lau vs. Nichols (1974). Check with your school system to determine what procedures are being followed. Some school systems have selected the specific evaluative procedures to be used with their student population.

There are various informal methods the teacher may use to establish the language skills of the child. For instance, one way to establish the expressive language skills of the child is by getting the child's oral competence. This may be done by obtaining a sample of spontaneous verbal responses in the primary language of the child or by structuring the situation by presenting the child with a visual cue such as a picture and asking the child to tell a story about it.

An interview with the child or with the child's parent can, also, provide valuable information about the child's language skills. Once a general description of the child's language is obtained, other domains of his linguistic structure should be assessed. At this stage, a professional, who is competent in the language of the child, should be consulted. In order to get a complete language profile, the possible domains to be evaluated might include expressive and receptive language -- which refers to oral competence and understanding of language, respectively; phonology -- speech sounds; morphology -- the smallest unit of meaning; grammar and semantics.

There is no single way that is the best way of assessing the language skills of a child. Several evaluative procedures should be employed in the assessment of language dominance and proficiency or for other language problems in order to obtain a complete profile of the child's language.

Moreover, the evaluator should keep in mind that regional differences do exist in the use of the same language, and the evaluator should be non-judgemental about the type of language the child speaks. The content and structure of the child's language are by far the most important aspects of the child's language skills.

GENERAL TESTING PROCEDURES

There is a wide diversity of testing instruments available on the market. Some tests are to be administered individually while others may be administered in groups; some tests are verbal while others are non-verbal. Moreover, the areas covered by standardized testing instruments are myriad. The tests compiled in Appendices C and D were selected because 1) most can be administered by teachers, and 2) because they deal with topics discussed in this manual, namely, language dominance and proficiency, and learning problems, including language problems.

A. Types of Tests

No test is an ideal test. We have selected those tests which might be helpful to the teacher in devising intervention programs of individual instruction. These instruments may, also, assist a teacher in deciding whether or not to refer a child for a special needs evaluation. The list of tests is not exhaustive and does not indicate a carte blanche approval of those that should only be used.

Intellectual or "IQ tests" have not been thoroughly discussed because they must be administered by trained psychologists with extensive training and supervision in this area. In addition, intelligence scales often do not measure what they set out to measure; instead, they measure learned skills.

The teacher has invaluable skills which will help in identifying students who may have special needs. The initial identification process may take many forms. It can be done through the use of observation, and/or through the use of informal or formal (standardized) tests. Informal tests may be designed by the teacher or a colleague while the formal tests must be selected by the examiner.

Once the initial diagnostic procedure is completed and the child continues to demonstrate some learning problems, he/she should undergo a full psychological evaluation by a professional psychologist proficient in the language of the child. A full psychological evaluation includes several tests designed to tap proficiencies or deficiencies in several areas.

Testing instruments are generally designed to give an objective measure of the child's aptitude, achievement, and potential. Formal psychological testing has come under a great deal of scrutiny and attack mainly because, if used with a different population from which it was normed, test results are then invalid. It is, indeed, a controversial issue. Nevertheless, if the tools that are presently available are used judiciously by a skilled and trained psychologist, an accurate or close to accurate profile of the child may be obtained. In addition, test results may at times surprise the examiner since there have been cases where low achievers demonstrate high potential!

We strongly recommend the use of tests for diagnostic-prescriptive

purposes. In using tests for this purpose, the child's strengths and weaknesses are disclosed. Moreover, emphasis is placed on the child's performance in major content areas and in individual items; thus, assisting the educator in selecting appropriate goals, methods and materials in order to implement an appropriate intervention program of remediation. Invariably, a good diagnostic-prescriptive program will depend on the skills of the examiner and in the meaningfulness of the interpretation.

B. Standardized Testing

In using standardized tests, the testing procedures recommended in the test manual must be adhered to closely. Testing conditions and procedures, the kind of rapport that the examiner establishes with the child, the examiner's qualifications and expectations are all factors which affect and influence the child's performance on tests.

1. Testing Conditions

The examiner should select a place which is quiet, well-lit, of comfortable temperature, and free from distractions. A sign should be posted outside the room to prevent interruptions. In addition, the examiner should be assured that the child isn't sick or tired.

The time of day when the child is tested, whether or not he will miss an important school activity, i.e. a field trip, a play, recess, lunch, or gym, should be taken into consideration.

2. Testing Procedures

The examiner must be thoroughly familiar with the manual, and with the testing instrument and its instructions. Preparation for the actual testing session may be achieved in different ways. Instructions may be read before and during the testing situation, or memorized to create a more natural setting. The instrument should be carefully examined and all necessary materials should be at hand and ready for use. If possible, a trial session should be conducted.

3. Rapport

Even in optimal conditions, the testing situation can be a strenuous and anxiety-producing situation for the child. Therefore, the testing situation must be seen by the child as relatively unthreatening. The examiner's attitude can be helpful in achieving this end. The examiner must demonstrate a friendly, and relaxed manner; he/she must be uncritical and non-judgmental. In addition, he/she should put the child at ease by talking to the child, by asking questions, and if necessary, by engaging the child in play. Establishment and maintenance of a rapport is very important. If a teacher is

administering the test, it would be a wise idea to do so after he/she has had time to interact with the child and both have had time to become familiar with each other. This is important because some children, especially those who may be experiencing a new culture and/or language, may be very shy and may be easily intimidated by a new situation or stranger.

In addition to being relaxed and alert, the child should understand the task(s) he/she will be required to perform. The examiner should motivate the student to do his/her best, and at the same time he should explain to the child that no one is expected to finish everything or get every item correct. During the time the examiner is establishing rapport with the child, he/she informs the child of the purpose of the testing situation.

Establishing rapport can be a time-consuming process, but it is important to do so because children are very likely to be affected by the attitude of the examiner. Personal characteristics of the examiner such as sex, age, race, appearance, attitude towards the child, and the examiner's expectations, or "Rosenthal effect", play an important role in the outcome of the test results. A skilled examiner, however, should be able to minimize the effects of these factors.

4. Examiner's Qualifications

Qualification requirements do vary with each test. Intelligence and other psychological tests require extensive training and supervision. However, although the tests mentioned in Appendices C and D require familiarity with testing procedures and with the instrument; they may be administered by teachers or by other school personnel. The most important part in test administration lies in its interpretation. This requires an examiner whose understanding and perceptions of the child's performance will help in correctly diagnosing the child's current and functioning level.

A qualified examiner is important for several reasons. The examiner must fully understand the importance of following instructions precisely as stated in the manual, of being prepared well in advance of the testing situation, and of being thoroughly familiar with the testing instrument. He/she must be able to communicate with the child in the child's dominant language.

5. Test Interpretation

Background information about the child should be fully investigated. This is especially true if the child happens to receive a low score. Test-related factors should also be considered before reaching a conclusion and making recommendations. Were the testing conditions the same as recommended

in the manual? What were the emotional and physical conditions of the child? Was the child ill or fatigued? Was the child unfamiliar with the test situation or with its content?

There are times when all of the variables mentioned above cannot be eliminated entirely, and the testing conditions will not always be ideal. Nevertheless, the fact remains that all of these factors do affect the child's performance. Thus, it is the examiner's responsibility to make sure that conditions are as favorable as possible. Less than optimal conditions or any deviations from test administration procedures can invalidate the results and may destroy the applicability of the results to the data provided in the manual. Results must be interpreted with caution, and are not totally indicative of the child's best performance when deviations from standardized procedures occur.

Test scores are used to predict and to generalize about the child's performance; they should be used constructively. However, results are often used to categorize or to "label" the child. The labels have long-term effects which may shape the lives of the students. Such irresponsible uses of test scores go against the intention of objective investigation and are fundamentally at odds with the whole process of education.

C. Criterion-Referenced Testing

Because standardized or norm-referenced tests have been found to be culturally biased, criterion-referenced tests have been devised and are widely used.

In criterion-referenced tests, the child is compared to himself. Their interpretation is based on the content of the tests. The intent of this type of testing is to discover what the student can or cannot do and not how he/she compares with others as to norm-referenced tests. Ultimately, criterion-referenced testing whether or not the child has attained a certain level of performance.

The content in criterion-referenced tests is subdivided into units which correspond with specific instructional objectives. The success of these tests has been mainly demonstrated with elementary school children in the areas of reading and mathematics.

D. Testing the Culturally and Linguistically Different Child

Cultural handicaps exist when people move from one culture to another. It is the task of the educator to be aware of the student's cultural patterns and to discover how these patterns differ or are similar to his/her own culture or set of values. The educational process should allow for

the general movement of ideas, for learning and accepting people from different cultures and from different parts of the world. It is precisely this cultural pluralism which will foster social growth and will provide for a richer civilization.

Culturally and linguistically different children are perhaps the most affected by standardized testing conditions. Attitudes of the examiner, examiner's expectations, language of the student, familiarity with testing conditions, motivation to do well, are all factors that affect performance and should be considered when testing a student whose culture and language differ from the dominant culture.

Test content may also affect performance. Unfamiliar pictures or objects will invariably have negative effects on the performance of the child. The typical middle-class scenario may be alien to the child whose world portrays quite a different picture. Stereotypes inherent in the test instrument trample on the child's feelings and only serve to alienate the child.

Interpretation of test scores is of greatest concern in any type of testing situation. This is especially true when testing a culturally or linguistically different student. If such a student receives a low score, every effort should be made to investigate the reason for such low scores. There may be many reasons which might explain the test results. For instance, the surroundings or testing situation may seem foreign to the child, the child might not be proficient in the language used for testing, the student may not be functioning at the level being tested, or the student might know the content but only in his/her native language. It is the responsibility of the examiner to consider all possible variables before making statements about the students. Labelling, especially when based on low testing results only serve to stigmatize the student and prolong his/her difficulties.

Translated versions of standardized tests are not always adequate. They should undergo modifications in the re-norming process. Regional language differences do exist. Words often do not have the same meaning or connotation. Moreover, words in different languages are not always used with the same facility or frequency.

Adverse environmental conditions may produce irreparable damage that will be evident not only in testing situations, but which are evident in social "vis a vis" in the school situation as well. It takes several generations to eradicate

the effects of environmental conditions. These conditions are manifested prenatally, in poor dietary habits, in various illnesses, and in a lack of a stimulating environment. It is important, however, to remember that this does not indicate an hereditary problem.

Heredity, as well as cultural factors, plays an important role in the behavior and in the performance of individuals. The cultural milieu is maximally influential in our personalities, and in our attitudes and behavior. It, therefore, has a direct bearing on test performance since much of the content is culturally influenced.

No test is completely "fair", and different types of tests may be appropriate in different situations for various reasons. Moreover, tests tend to favor the population on which they were normed. For example, if Americans were to be tested with tests normed and standardized on a foreign population, they would probably score low on these tests.

Cultures foster the development of different abilities, skills, and interpersonal relations. Therefore, people from one culture will always be handicapped when tested with a test developed in another culture.

CHAPTER 766

Chapter 766 is a comprehensive Massachusetts law which requires that children with special needs be given an education appropriate to their individual needs.

A child with special needs is any youngster between the ages of 3 through 21 who:

1. has not received a high school diploma; and

2. because of temporary or permanent adjustment difficulties in intellectual, sensory, emotional, physical, perceptual or specific learning disabilities is unable to progress effectively in a regular school program.

Special needs include problems in the areas of vision, audition, speech or language, cerebral or perceptual functions, physical functions, behavior, mental development, lack of appropriate learning experiences, or any combination of the above.

If through observation and informal and/or formal testing, the regular classroom teacher identifies a child who may have special needs, the teacher should initiate the Chapter 766 evaluation process for the child.

The process involves prereferral, referral, evaluation, and program alternatives.

A. Pre-referral

The intent of pre-referral is the documentation, parental/professional contact, and classroom modification. Every effort must be made to modify the regular education program to meet individual needs.

B. Referral

The teacher, parent, outside agency or student over 18 completes a Chapter 766 referral form provided by the person responsible for special education services in the school.

The form will require a description of the child's difficulties and information on efforts made within the regular program to assist the child. An evaluation, appropriate to the needs of the child, must be provided within 30 school days after the consent form has been authorized by the parent or representative adult.

C. Evaluation

There are two types of evaluations:

1. A partial or intermediate evaluation which consists of an educational assessment and/or a combination of other assessments by the classroom teacher. This evaluation is performed when students do not present serious difficulties. Students cannot receive a program prototype more than 502.2.

2. A full evaluation consists of (a) an educational assessment, (b) a psychological assessment, (c) a sociological assessment of the general home situation, (d) a medical assessment, and (e) any other assessment deemed necessary, such as, neurological, audiological, speech and language, etc.

A full evaluation is performed when students' learning difficulties may require more intensive services. Also, a parent may request a full evaluation, even if, a partial one has been recommended by school personnel.

When the assessments are completed, the evaluators, including the classroom teacher, the parent, and the evaluation team coordinator, meet to discuss the assessments performed, make recommendations based on the results of the assessments, and develop an individualized educational plan for the student. The team also decides upon the program which would be most suited to the child's particular needs. The least restrictive prototype should be recommended. The individualized educational plan (IEP) must include provisions for integration of the child in the regular classroom for as long as feasible. The plan must be accepted or rejected by the parent or guardian as a requirement for implementation.

D. Program Alternatives

Special education programs have been divided into program prototypes as follows:

502.1 Regular classroom placement with consultation service, materials, equipment provided for the teacher by special education specialists.

502.2 Regular classroom placement with 25% or less of class time in a resource room where child will receive special instruction in accordance with the individualized educational plan.

502.3 The child is removed from the regular classroom for more than 25% but less than 60% of the time to receive special services in a resource room.

502.4 A special educational program which is substantially separate from the regular school program. The students are placed in these programs for more than 60% of the time. The total number of students in a substantially separate class may not exceed eight unless the teacher has an instructional aide. In that case, the maximum number of students is 12. Integration, if feasible, can be attained during lunch, physical education, music and/or art.

502.5 Placement in a private day school program, if the school system does not have a program which will be appropriate for a student's particular needs.

502.6 Placement in a residential school program when the child's educational needs require that he/she live at a separate school.

502.7 Home or hospital program for children whose illnesses may prevent them from attending school for 14 days or more. A home or hospital tutor is sent to provide services.

502.8 Parent-child instruction. An after-school program in which the child and his/her parents work together to achieve determined educational goals.

502.9 A diagnostic program for children whose learning problems are not clear. Placement in a diagnostic program cannot exceed eight weeks.

502.10 Special programs for youngsters between the ages of 16 and 21.

In addition to these program alternatives, if the evaluations indicate that a child requires medical, psychological or psychiatric treatment, or if the child's parents require social services related to the child's special needs, this treatment and/or services must be provided.

In the cases of children of limited English proficiency, all evaluations must be performed by qualified bilingual professionals who speak the child's native language and are familiar with appropriate assessment instruments in use for linguistic minorities. All parental notifications must be sent in the native language and the individualized educational plan must be translated into the parent's native language prior to approval. The parent also has a right to a translator and/or an advocate at the evaluation meetings.

THE TEACHER AS ADVOCATE

One of the most important roles of any teacher, especially one working with linguistic minority children, is that of a child advocate. It is up to the teacher to ascertain that the children receive the services to which they are entitled. Many times difficulties are encountered in obtaining needed services for limited English proficiency students with special needs. Those difficulties may arise from lack of resources, lack of sensitivity on the part of professionals or lack of commitment to the objectives of bilingual educational programs. Whatever the difficulties might be, the important underlying factor is that by law linguistic minority children with special needs are entitled to special services in their native language and these special services cannot be denied to them.

There are several avenues a teacher can pursue to obtain services for a student. They can meet with appropriate school personnel. It is important that a teacher know that there are also agencies which investigate violations of bilingual, special education, and equal educational opportunity statutes. Complaints will be registered, and if the teacher, for fear of retaliation, prefers to remain anonymous this preference will be respected.

The following are state and federal agencies teachers can contact in an effort to obtain services for their children:

Office for Civil Rights
Dept. of Health, Education and Welfare
140 Federal Street, 14th Floor
Bosotn, MA 02110
Telephone: 223-6397

Contact person:
Maria Montalvo

Bureau of Equal Educational Opportunity
Mass. Dept. of Education
31 St. James Avenue
Boston, MA 02116
Telephone: 727-5880

Contact persons:
Fernando Mederos
Ann Davidson

Dept. of Education
Division of Special Education
Bilingual Special Education Project
31 St. James Avenue
Boston, MA 02116
Telephone: 727-5770

Contact person:
Patricia Landurand

Massachusetts Advocacy Center
2 Park Square
Boston, MA 02116
Telephone: 357-8431

Contact person:
Thomas Mela

Office for Children
120 Boylston Street
Boston, MA 02116
Telephone: 727-8898

Contact person:
Warren Jones

Lawyers' Committee for Civil Rights Under Law
294 Washington Street
Boston, MA 02108
Telephone: 482-1145

Contact person:
Alan Rom

Dept. of Education
Bureau of Special Education Appeals
Urban Information Project
31 St. James Avenue
Boston, MA 02116
Telephone: 727-8534

Contact person:
Nelly Sepulveda Rathmill

Dept. of Education
Bureau of Special Education Appeals
31 St. James Avenue
Boston, MA 02116
Telephone: 727-8534

Contact person:
Carol Kervick, Director

X. GLOSSARY

criterion-referenced tests - The child's performance is compared to himself/herself. These tests indicate whether or not a child has attained a certain level of performance.

examiner's help - Student requests help from the examiner when confronted with an unknown word or phrase.

expressive language - The verbal or written language that the child uses for communication.

frustrational reading level - The student is unable to recall the details of the story or recalls the information incorrectly.

independent reading level - The student is able to recall the details of the story correctly and provide further information upon additional questioning.

informal reading inventory - A short reading passage followed by questions designed to assess students in the areas of decoding, oral comprehension, and silent comprehension.

instructional reading level - The student is able to recall most of the details of the story or recalls a few details incorrectly.

language dominance - The language preference or language used with most ease.

language proficiency - The linguistic competence of the individual.

learning modality - Channel through which an individual receives information and learns.

morphology - The meaning segments of a language.

norm-referenced tests - Performance is compared to the performance of the population used in the standardization sample

norms - The average performance. Norms also indicate the degree of deviation above and below the average.

omission - Printed material: João is not happy.
Student reads: João is happy.

perception - Process of organizing or interpreting the raw data obtained through the senses.

phonology - Speech sounds in a language.

population - Those belonging to a particular class, e.g. the student population, the voting population, the adolescent population.

receptive language - Language which a person understands; refers to input skills, e.g. listening and reading.

reliability - Degree of consistency demonstrated by the person tested when re-tested.

repetition - Printed material: Tak Ming went to the store.
Student reads: Tak Ming went went to the sstore.

reversals - Printed material: They are on the roof.
Student reads: They are no the roof.

Rosenthal effect - Subject's performance meet the expectations of the examiner; also known as the self-fulfilling prophecy.

standardization - All original conditions must be met; the only differing factor would be the individual being tested.

substitution - Printed material: Jaques is a good boy.
Student reads: Jaques is a great boy.

validity - Degree to which test measures what it intended to measure.

visual acuity - The ability of the human eye to distinguish small spatial separations or intervals between portions of the visual field.

visual-motor (eye-hand) - Coordination; ability to coordinate vision with the movements of the body or parts of the body.

visual perception - Identification, organization, and interpretation of sensory data received by the individual through the eye.

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APPENDICES

APPENDIX A

Observational Checklists/
Observational Sheets/&
Developmental Stages

OBSERVATIONAL CHECKLIST SOCIAL INTERACTION Students adapt well to changes in the environment	ALWAYS	SOMETIMES	NEVER
Student completes classwork independently			
Student accepts responsibility			
Student shows concern for the feelings of others			
Student functions well during structured activities			
Student shows self control			
Student attends school regularly			
Student relates well to peers			
Student relates well to adults			
Student is accepted by peers			
Student reacts constructively to failure			
Student prefers to work in groups: large small both			
Student has adequate attention span			
Student is aggressive			
Student is withdrawn			
Student is implusive			
Student is attention seeking			
Student demonstrates nervous mannerisms i.e. finger tapping, tics, nail biting			

GROSS-MOTOR COORDINATION Student can skip	ALWAYS	SOMETIMES	NEVER
Student can hop			
Student can catch a ball			
Student can walk a straight line			
Student can jump			
Student bumps into things			
FINE-MOTOR COORDINATION Student can manipulate tools and objects			
Student can manipulate writing tools			
Student can write with even pressure			
Student can tie shoes			
Student can button buttons			
Student can cut			
VISUAL-MOTOR and PERCEPTION Student can copy from a blackboard			
Student can copy from a book			
Student can copy geometric forms and figures			
Student can copy letters and numbers			
Student can copy sentences			

VISUAL-MOTOR (continued)	ALWAYS	SOMETIMES	NEVER
Student can match similar objects			
Student can put together puzzles			
Student can identify colors			
Student can recognize likenesses and differences			
Student can recognize numbers and letters			
Student can discriminate between shapes			
Student can discriminate left and right			
Student makes reversals			
Student makes inversions			
VISUAL MEMORY Student can reproduce shapes and symbols from memory			
Student can reproduce words from memory			
Student has adequate memory span for visually presented material			
AUDITORY DISCRIMINATION Student can identify words which sound alike			
Student can identify initial consonants			
Student can identify medial consonants			
Student can identify final consonants			

AUDITORY MEMORY	ALWAYS	SOMETIMES	NEVER
Student can follow oral directions			
Student can repeat/recall letters and numbers in a series			
Student can repeat/recall a series of words			
Student can repeat/recall sentences			
Student confuses order of words			
Student has an adequate memory span for auditorily presented material			
SPEECH AND LANGUAGE			
Student can articulate sounds			
Student expresses himself adequately for age			
Student converses using clear and complete sentences			
Student is consistently hoarse			
Student has cleft palate/lip			
Student understands what is said to him			
PHYSICAL FACTORS			
Student complains of illness frequently			
Student is hungry			
Student appears tired/sleeply			
Student has poor vision			
Student has poor hearing			

PHYSICAL FACTORS (continued)	ALWAYS	SOMETIMES	NEVER
Student appears bruised			
Student suffers convulsions			
Student stares blankly			

COMMENTS:

OBSERVATION SHEET

Student Name: _____ Age: _____ Grade: _____

Day/Date: _____ Time: _____

Lesson: _____ Language: _____

Objective: _____

_____

Comments:

TIME SAMPLE SHEET

The teacher lists the behaviors that are going to be observed. The beginning time and ending time should be recorded along with the number of times the behavior was observed.

Example:

Name: Maria
Beginning time: 8:10 a.m.

Date: 7/16/79
Ending time: 8:20 a.m.

Behavior:	Number of Occurances	Total
out of seat	X X X X	4
talk out of turn	X X X	3

This is only one type of time sampling sheet. Many school districts have their own time sampling sheets, so it is suggested that the teacher check with the teacher of special needs at their school.

DEVELOPMENTAL STAGES

Auditory

By the age of 6 the child can:

- localize sound in relation to himself.
- ignore extraneous environmental sounds and attend to one auditory stimulus.
- discriminate among gross and environmental sounds.
- discriminate among changes in pitch.
- discriminate among changes in loudness.
- discriminate among consonant sounds.
- pair words that rhyme.
- recognize whether the sequence of sounds within words is the same or different.
- recognize words presented auditorily.
- identify and complete a word when only part of the word is presented to him/her auditorily.
- recognize phoneme/grapheme relationships (auditory sound/symbol relationship).
- understand auditory words, simple phrases, concepts, and directions.
- initiate non-speech sounds and rhythm patterns.
- imitate a series of related syllables.
- imitate a series of unrelated syllables or words.
- understand words indicating position in an oral sequence ("book, hat, coat" which word did you hear first?)
- follow a series of oral directions.
- recall verbally presented material in sequence.
- recall oral math facts.
- recall auditory sequential spelling patterns.
- classify and categorize spoken words on the basis of an understanding of function, color, shape, and composition.
- state similarities and differences in spoken words based on function, color, shape and composition.
- classify auditory words on the basis of understanding the concepts of antonym and synonym.
- identify homonyms.
- derive meaning from auditory clues.
- comprehend stories and ideas heard.
- identify verbal absurdity.
- make verbal analogies ("a cat says meow; a dog says _____")

By the age of 7 the child can:

- discriminate among vowel sounds.
- synthesize words when presented with all of their phonetic parts (sound blending).

Visual

By the age of 6, the child can:
- recognize differences in shapes, sizes, and colors.
- recognize differences in the position or direction of objects and shapes.
- recognize designs, colors, and shapes when presented in another form, direction, or textual background.
- group like letters and numbers.
- match visual language concepts.
- understand basic factual information he has read.
- imitate a series of visual directions.
- imitate the correct sequence of two concrete objects
- imitate a series of two-dimensional objects from memory.
- imitate a sequence of geometric figures.
- imitate a sequence of letters and numbers.
- imitate a word from a group of words of similar configuration.
- demonstrate an understanding of words indicating position.
- recall visually learned math facts and rules.
- classify and categorize pictures on the basis of his understanding of visual relationships.
- The categories should minimally include shape, composition, size, color, function, or action.
- identify absurdities in pictures.
- make visual analogies progressing from simple analogies to increasingly difficult ones.

By the age of 7, the child can:
- visualize the whole as the sum of its disparate parts and recognize an object when it is only partially presented.
- recognize visual symbols and patterns.
- judge one object's spatial relationship to another.
- recall visually learned facts or rules in spelling.
- understand and reason with words he has read.

By the age of 8, the child can:
- distinguish an object from its surrounding background and be able to fix his/her attention on one stimulus.

Language

By the age of 6, the child will be able to:
- express ideas and feelings variably.
- write his/her name in capital and small letters without an error.
- write the letters of the alphabet in manuscript, both in capital and small letters.

By the age of 7, the child will be able to: produce and use correct speech sounds in vocalization.
write numbers from 1 to 100.

By the age of 8, the child can: write all of the letters of the alphabet in upper and lower case cursive letters.

Gross and Fine Motor

Gross

By the age of 6, the child can: walk without his arms flexed for balance.
walk on his toes.
run in a straight line.
throw and catch balls.
jump over a knee-high obstacle.
skip 20 paces.
hop on one foot.

Fine

By the age of 6, the child will be able to: focus eyes on a moving target without turning his head to follow.
connect sets of objects with a straight line.
cut.
trace geometric designs.

The child will be able to copy the following shapes at the ages listed:

1.6 to 1.9	1.10 to 2.2	2.2 to 2.10	3.4 to 4.8
3.4 to 5.0	5.0 t0 6.8	7.2	

Large Muscle Neurological Coordination

By the age of 6, the child will be able to: make small rotations with his arm fully extended from his shoulders.
extend his arms to his sides and gradually bring his index fingers together in front of himself, while watching himself perform the task.
extend his arms out of his sides and gradually bring his index fingers together with his eyes closed.

with arms outstretched, bring his index fingers to his/her nose with his eyes closed.

By the age of 7, the child will be able to: with his eyes closed, identify the number of fingers on a given hand, which have been simultaneously touched.

Small Muscle Neurological Coordination

By the age of 6, the child will be able to:
- open and close his fists alternately.
- crumple a sheet of paper with one hand.
- touch the tip of each finger to the tip of the thumb of the same hand, in sequency.
- show preference for one hand.
- show preference for one hand and a consistent use of one side of his/her body.
- consistently use the same side of his body (eye, hand, and foot) in his approach to tasks.
- move his body efficiently around objects of his environment.
- aware of the positions right, left, up, down, beside, behind, north, east, south, and west.
- identify his right from left hand.
- carry out directions related to objects using the directional concepts.
- have flexibility in motor movements (touch toes, etc.).

By the age of 7, the child will be able to: maintain balance on a line or raised beam while moving forward, backward, or sideways.

APPENDIX B

Guidelines for Non-Biased Assessment

GUIDE FOR NONBIASED ASSESSMENT

Prepared by:

Region 9 Task Group on Nonbiased Assessment
Northeast Regional Resource Center
November, 1976

This Guide may be used as a resource throughout the assessment process of any referred child but is considered critical for the assessment of the culturally different child.

This Guide may be duplicated.

REFERRAL

1. Are the parents/guardians aware that a referral has been made for their child, and by whom?

2. Is this child's presenting problem clearly and precisely stated on the referral?

   a. Does the referral include descriptive samples of behavior rather than opinions of the referring agent?

   b. Is there supportive documentation of the problem?

3. Is the referral legitimate?

   a. Does the referring agent have a history of over referral of children from certain cultural groups?

   b. Could irrelevant personal characteristics (e.g. sex or attractiveness) of the child have influenced the decision to refer him/her.

   c. Could the referring agent have misinterpreted this child's actions or expression due to his lack of understanding of cultural differences between himself and the child?

4. Can the assessment team provide the referring agent with interim recommendations that may eliminate the need for a comprehensive evaluation?

   a. Is it possible that the curriculum being used assumes that this child has developed readiness skills at home that in reality he/she hasn't had the opportunity to develop? If so, can the team assist the teacher in planning a program to give this child the opportunity to develop readiness skills?

   b. Can the team provide information on the child's cultural background for the referring agent so that there are fewer misunderstandings between the referring agent and this child and perhaps other children of similar cultural background?

5. Have I informed this child's parents/guardians in their primary language of the referral?

   a. Have I explained the reason(s) for the referral?

   b. Have I discussed with the parents what next step activities may be involved?

      e.g. - professional evaluations
           - use of collected data
           - design of an individualized educational plan, if necessary

   c. Have I discussed due process procedures with the parents?

   d. Do I have documented parental permission for the evaluation?

   e. Have I asked the parents to actively participate in all phases of the assessment process?

f. Have I informed the parents of their right to examine all relevant records in regard to the identification, evaluation and educational plan of their child?

MEETING THE CHILD

1. What special conditions about this child do I need to consider?

   a. What is the child's primary home language?

   b. Do I know about the child's home environmental factors?
      e.g. - familial relationships/placement
           - social and cultural customs

   c. Do I understand this child's culture and language so that I can evoke a level of performance which accurately indicates the child's underlying competencies?

   d. Is this child impeded by a handicap other than the referral problem that may result in his not understanding what I am talking about?

2. What special conditions about myself do I need to consider?

   a. How do I feel about this child?

   b. Are my values different from this child's?

   c. Will my attitude unfairly affect this child's performance?

   d. Can I evaluate this child fairly and without prejudice?

   e. If not, would I refer him/her to another assessor if one is available?

3. Have I examined closely all the available existing information and sought additional information concerning this child?

   a. Has the child's academic performance been consistent from year to year?

   b. Is there evidence in this child's record that his performance was negatively or positively affected by his classroom placement or teacher?

   c. Are his past test scores consistent with his past class performance?

   d. Am I familiar with past test instruments used to evaluate this child and how well can I rely on his prior test scores?

   e. Have I observed this child in as many environments as possible (individual, large group, small group, play, home)?

   f. Am I making illegitimate assumptions about this child? e.g. Do

I assume he speaks and reads Spanish simply because he is Puerto Rican?

g. Have I actively sought additional information on non-school related variables that may have affected this child's school performance?

e.g. - health factors (adequate sleep, food)
- family difficulties
- peer group pressures

4. Does this child understand why he/she is in the assessment situation?

a. Have I tried to explain at his/her level of understanding what the reasons were for his referral?

b. Have I given this child the opportunity to freely express his/her perceptions of "the problem".

c. Have I discussed with the child what next step activities may be involved?

SELECTION OF APPROACH FOR ASSESSMENT

1. Have I considered what the best assessment approach is for this child?

a. Considering the reasons for referral, do I need to utilize behavioral observations, interviews, informal techniques or standardized techniques or a combination of the above?

b. Have I given as much thought to assessing this child's adaptive behavior as I have to his/her academic school performance?

c. Are the approaches I am considering consistent with the child's receptive and expressive abilities?

d. Am I placing an overdependence on one technique and overlooking others that may be more appropriate?

e. Have I achieved a balance between formal and informal techniques in my selection.

2. If I have selected to use standardized instruments, have I considered all of the ramifications?

a. Am I testing this child simply because I've always used tests in my assessment procedure?

b. Am I administering a particular test simply because it is part of THE BATTERY?

c. Am I administering a test because I have been directed to do so by the Administration?

d. Does the instrument I've chosen include persons in the standardization sample from this child's cultural group?

e. Are subgroup scores reported in the manual?

f. Were there large enough numbers of this child's cultural group in the test sample for me to have any reliance on the norms?

g. Does the instrument I have selected assume a universal set of experience for all children?

h. Does the instrument selected contain illustrations that are misleading and/or outdated?

i. Does the instrument selected employ vocabulary that is colloquial, regional and/or archaic?

j. Do I understand the theoretical basis of the instrument?

k. Will this instrument easily assist in delineating a recommended course of action to benefit this child?

l. Have I reviewed current literature regarding this instrument?

m. Have I reviewed current research related to potential cultural influences on test results?

TEST ADMINISTRATION

1. Are there factors (attitude, physical conditions) which support the need to reschedule this child for evaluation at another time?

2. Could the physical environment of the test setting adversely affect this child's performance?

   - room temperature
   - noise
   - inadequate space
   - poor lighting
   - furnishings inappropriate for child's size

3. Am I familiar with the test manual and have I followed its directions?

4. Have I given this child clear directions?

   a. If his/her native language is not English, have I instructed him/her in his/her language?

   b. Am I sure that this child understands my directions?

5. Have I accurately recorded entire responses to test items, even though the child's answers may be incorrect, so that I might later consider them when interpreting his/her test scores?

6. Did I establish and maintain rapport with this child throughout the evaluation session?

SCORING AND INTERPRETATION

1. Have I examined each item missed by this child rather than merely looking at his/her total score?

   a. Is there a pattern to the types of items this child missed?

   b. Are the items missed free of cultural bias?

   c. If I omitted all items missed that are culturally biased, would this child have performed significantly better?

2. Am I aware that I must consider other factors in the interpretation of this child's scores?

   a. Have I considered the effect the child's attitude and/or physical condition may have had on his performance?

   b. Have I considered the effect that the child's lack of rapport with me may have had on his performance?

   c. Does my interpretation of this child's performance include observations?

   d. Do I realize that I should report and interpret scores within a range rather than as a number?

3. What confidence do I have in this child's test scores?

   a. Are test scores the most important aspect of this child's evaluation?

   b. Will I allow test scores to outweigh my professional judgement about this child?

CONSULTATION WITH TEAM MEMBERS AND OTHERS

1. Am I working as an integral member of a multidisciplinary team on behalf of this child?

   a. Have I met with the team to share my findings regarding this child?

   b. Are other team member's evaluation results in conflict with mine?

   c. Can I admit my discipline's limitations and seek assistance from other team members?

   d. Do I willingly share my competencies and knowledge with other team members for the benefit of this child?

   e. Has the team arrived at its conclusions as a result of team consensus or was our decision influenced by the personality and/or power of an individual team member?

2. Is the multidisciplinary team aware of its limitations?

    a. Are we aware of community resource personnel and agencies that might assist us in developing an educational plan for this child? Do we utilize such resources before, during, and after the evaluation?

    b. Do we on the team feel comfortable in including this child's parents in our discussions?

ASSESSMENT REPORT

1. Is my report clearly written and free of jargon so that it can be easily understood by this child, his parents, and teachers?

2. Does my report answer the questions asked in the referral?

3. Are the recommendations I have made realistic and practical for the child, school, teacher, and parents?

4. Have I provided alternative recommendations?

5. Have I included in my report a description of any problems that I encountered and the effects of such during the assessment process?

INDIVIDUAL EDUCATIONAL PLAN

Are we making this child fit into an established program or are we developing an individualized educational plan appropriate for this child?

    1. Have we identified this child's strengths and weaknesses?

    2. Have we specified long range goals and immediate objectives for this child?

    3. Are we willing to assist the teacher in implementing this child's educational plan?

    4. Have we stated when and how this child's progress will be evaluated and by whom?

FOLLOW UP

What are my responsibilities after we have written this child's educational plan?

    1. Have I discussed my findings and recommendations with this child's parents and explained their due process rights? Have I given the parents a written copy of this child's educational plan?

2. Have I met with those working with this child to discuss the educational plan and to assist them in implementing its recommendations?

3. Have I discussed my findings and recommendations with this child at his level of understanding?

4. Can I help those working directly with the child to become more familiar with this child's social and cultural background?

5. Have I sought this child's parents' permission for release of any confidential materials to other agencies and professionals?

6. Will I periodically review this child's educational plan in regard to his/her actual progress so that any necessary changes can be made?

SOME FINAL THOUGHTS

1. Do I believe in the right to an appropriate education for all children?

2. Would I be comfortable if MY child had been involved in THIS assessment process?

3. Is there a willingness and desire on my part to actively participate in in-service activities that will lead to the further development of my personal and professional growth?

APPENDIX C

Language Dominance/Language Proficiency Tests

BILINGUAL SYNTAX MEASURE

Author (s): Marina K. Burt, Heidi C. Dulay, Eduardo Hernandez

Publisher: Harcourt, Brace Jovanovich, Inc.

Language: Spanish and English

Age/Grade Range: 4 years - 9 years

Examiner's Requirements: Teachers, school administrators, proficient in both English and Spanish

Time: 15 - 20 minutes

Administration Format: Individual

Areas Assessed: Language dominance, structural proficiency in ESL, SSL, degree of maintenance or loss of basic Spanish structure.

Comments: The children are shown pictoral stimuli in order to elicit natural language verbal responses. Because the tester hand scores the responses and analyzes the speech specimens provided by the student, this process could result in subjective scoring. In using this measure the students are placed in one of the following categories: no English, receptive English only, survival English, intermediate English, English proficient. The same categories are used for Spanish. The test is divided into these five sections and each section must be scored before going onto the next section. The student's answers need not make sense but must be grammatically correct. No technical data for this testing is available. However, the directions become clearer during the actual administration

Rating: National Institute of Education Assessment
Technical Information - Unacceptable
Culture - Acceptable

CABE Bilingual Bicultural Test Evaluation Conference 1976: Good to Excellent except for technical data

BASIC INVENTORY OF NATURAL LANGUAGE (BINL)

Author(s): Charles Herbert, Ph.D

Publishers: CHECpoint Systems
1558 No. Waterman Avenue, Suite C
San Bernardino, CA 92404

Language: Machine-scoring programs available in English, Spanish, and Portuguese.[1] (Hand-scoring is recommended for a more precise analysis of the language sample taken or when sampling a small number of student).

Grade Range/Age Level: K-12

Examiner's Requirements: Teacher, teacher aide, or other school personnel. (A basic knowledge of grammar is all that's required).

Administration Time: Exact time limits not available primarily because the instrument consists of obtaining a sample of the student's language(s).

Administration Format: Small Group with no more than 6 children in the group.

Areas Assessed: Language dominance, proficiency, and "the growth of students in language arts and reading programs."[2]

Comments: The BINL is a criterion-referenced test which assesses the above-mentioned areas. Results from the test should enable the teacher to establish individual prescriptive language programs.

At least 10 sample sentences (partial and/or complete) should be obtained from the student in each of the student's languages. Practice sessions should be held with the students to provide for a natural setting when the actual language samples are recorded.

Pre- and post-samplings are recommended.

Examiners should be fluent in the language(s) of the students.

For analyzing and scoring the language samples, instructions, as per manual should be followed closely.

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[1] French and Italian machine-scoring programs will soon be available.

[2] BINL Instructions Manual, p.1

DOS AMIGOS VERBAL LANGUAGE SCALES

Authors: Donald E. Critchlow,

Publishers: Academic Therapy Publications
San Rafael, California, 1974

Language: Spanish and English

Age/Grade Range: K-6; 5 years - 13.5 years

Examiner's Requirements: Test may be administered by any person who has a reading and speaking knowledge of Spanish and English. Interpretation should be done by a professional with complete familiarization of the manual and test instruments.

Time: 10 minutes for each scale

Administration Format: Individual

Areas Assessed: Language Development in English and Spanish

Comments: This test was designed to measure the level of language development in English and Spanish. The test consists of two lists of 25 words each arranged in an increasing level of difficulty in English and Spanish. The student is required to give its verbal opposite. The instrument will give the dominant language of the child as well as the child's level of language development. It can also be used as a diagnostic and screening tool to determine if the child needs further evaluation. A ceiling level is reached when the child scores five consecutive errors. The instrument was normed on a population of Mexican American children from 10 elementary schools in South Texas.

Rating: National Institute of Education
Techical Date - Unacceptable
Culture - Acceptable

CABE Bilingual Bicultural Test Evaluation Conference 1976: Good

SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGE

Author: Elizabeth Carrow

Publisher: Learning Concepts
2501 North Lamar
Austin, Texas 78705

Language: English and Spanish

Age/Grade Range: 3-0 years and 6-11 years

Examiner's Requirements: Test may be administered be classroom teacher who are thoroughly familiar with the manual and the test instrument. Person must be proficient in both English and Spanish.

Time: 30 - 45 minutes

Administration Format: Group

Areas Assessed: Oral Lnaguage Comprehension

Comments: The test is designed for the use of classroom teachers in order to determine if a student has oral language comprehension difficulties. The test developer recommends a reevaluation of the student by using the complete version of the scale Test for Auditory Comprehension of Language (TACL: see pp. for a complete description) if the student falls below the 10th percentile. The test consists of 25 items selected from the TACL. It only measures oral language comprehension. It does not measure language expression. The test was normed with Anglo children, Black, and Mexican American children.

Rating: National Institute of Education Assessment
Technical - unacceptable
Culture - acceptable

CABE Bilingual Bicultural Test Evaluation Conference 1976: Excellent for intended purpose only

LANGUAGE ASSESSMENT SCALES

Author: Edward DeAvila, Ph.D., and Sharon E. Duncan

Publisher: Linguametrics Group Division K
P.O. Box 454
Corte Moderno, CA 94925

Language: Spanish and English

Age/Grade Range: Level I - K-5; 5 years - 11 years
Level II- 6 - adult; 12 years to adult

Examiner's Requirements: Any teacher or other school personnel who are qualified to work with students and who speak the language of the test as their first language. It is essential that persons learn how to coordinate presentation of stimulus materials with entering of scores.

Time: 20 minutes

Administration Format: Individual

Areas Assessed: phonemic (sounds), referential (words), syntactical (rules for making meaningful sentences), pragmatic (use of language to obtain specific goals).

Comments: The test measures encoding and decoding of English and Spanish. Each student is to be tested in both English and in Spanish. A cassette player is required for test administration. Levels are divided according to Piaget theory that from ages 5-11 children are in the stage of concrete operations and that from 12 to adult, formal operations or more abstract thinking is evident. These stages are accounted for in the scoring. Scoring procedure is clear, with a sample of all possible scores given. Student must be tested in the 5 subtest areas: sound discrimination (minimal pairs), lexical (identification of pictures), phonemic (students repeat from tape), sentence comprehension (student point ot picture described on tape), production (student repeats story in own words). Pictures are clear and figures are cartoon drawings. Students are placed in 5 categories: totally fluent, near fluency, limited, non-English/Spanish speaking - apparent linguistic deficiencies, non-English/Spanish speaking - total linguistic deficiencies.

Rating: National Institute fo Education Assessment
Technical - acceptable
Culture - acceptable

SPANISH/ENGLISH LANGUAGE PROFICIENCY SURVEY (S/ELPS)

Author: Southwest Educational Development Laboratory

Publisher: CTB/McGraw Hill
Delmonte Research Park
Monterey, California 93940, 1976

Language: Spanish and English

Age/Grade Range: K-2

Examiner's Requirements: Classroom teacher with reading and speaking ability in English and Spanish.

Time: 15 minutes

Administration Format: Individual

Areas Assessed: Language Dominance

Comments: This survey is designed to determine a child's stronger or dominant language for initial learning. The survey consists of oral commands to be carried out by the student with the help of manipulatives and verbal response to picture stimuli. Five language activities are included: answering questions, object naming, following directions, describing objects, and describing pictures. Norms were based on a Mexican-American population. Differences among Spanish-speaking groups are accounted for in the manual to aid in scoring responses. The scores from both the Spanish and English parts are averaged to arrive at the language rating.

Rating: National Institute of Education Assessment:
Technical - acceptable
Cultural - acceptable
CABE Bilingual Bicultural Test Evaluation Conference 1976

SPANISH-ENGLISH SCREENING INSTRUMENT (SESI)

Author: Tucson Unified School

Publisher: Bilingual Project
1010 East 10th Street
Tucson, Arizona 95717

Grade Range/Age: K-3rd grade

Examiner's Requirements: The examiner must be bilingual in Spanish and English.

Administration time: 15-20 minutes

Administration format: Individual

Areas assessed: Language ability in Spanish and English. Specifically, the instrument surveys the child's.

a) nonverbal understanding of the Spanish and English languages in response to oral questions, simple directions or commands.
b) verbal labeling of common objects in response to oral questions in Spanish and English.
c) verbal statements or descriptions in response to visual and verbal cues presented in Spanish and English.

Comments: Concrete objects, pictures and oral directions are used to assess the child's understanding and production of the languages tested. The test is divided into three sections. In Part I, Nonverbal Understanding, the examiner asks the child to perform certain functions, such as, "touch your nose", "stand by the chair". Part II, Verbal Labeling, consists of showing the child a number of concrete objects (a ball, doll, orange, etc.) and asking the child to name the objects. In Part III, Verbal Statements, the child is shown a picture and directed to describe what s/he sees. Afterwards, the examiner asks the child several open-ended questions.

TEST FOR AUDITORY COMPREHENSION OF LANGUAGE

Author: Elizabeth Carrow

Publisher: Learning Concepts
2501 North Lamar
Austin, Texas 78705

Language: English and Spanish

Age/Grade Range: 3 years - 6 years

Examiner's Requirements: B.A. degree in education, psychology, or sociology and extensive testing experience. Proficient in both English and Spanish.

Time: 20 minutes

Administration Format: Individual

Areas Assessed: Oral Language Comprehension

Comments: The test measure oral language comprehension. It may be administered to English and to Spanish speaking students. The instrument gives a developmental level of comprehension. It also serves as a diagnostic tool inasmuch as the strengths and weaknesses of the child's language may be determined.

The instrument consists of 101 picture plates. The following areas of language comprehension may be assessed: form classes and function words, morphological constructions, grammatical categories and syntactic structures. The test does not measure oral expression.

The Spanish version employs Spanish used by the Mexican American community and does not necessarily reflect the Spanish used by other Spanish-speaking groups. Norms were obtained from a population of middle class Anglos, Blacks, and Mexican American Children.

Rating: National Institute of Education Assessment
Technical - unacceptable
Culture - acceptable

CABE Bilingual Bicultural Test Evaluation Conference 1976: Excellent when used for intended purpose only.

APPENDIX D

Tests on Learning Problems

BOEHM TEST OF BASIC CONCEPTS (BTBC)
Forms A and B

Author: Ann E. Boehm

Publisher: The Psychological Corporation
304 East 45th Street
New York, New York 10017

Language: Spanish and English

Grade Range/Age Level: Kindergarten, first and second grades.

Examiner's Requirements: Bilingual teacher familiar with the manual and instrument. Must be fluent in child's native language.

Administration Time: 20 minutes each form

Test Format: Group or Individual

Areas Assessed: Master of basic concepts

Comments: The test is used to identify individual children whose overall level of concept mastery is low and who may need special attention, and individual concepts with which large numbers of children in a class may not be familiar.

The test may be used as a detector of low basic skills mastery and as an instructional device for use by the classroom teacher.

The instrument consists of 50 pictorial items arranged in order of increasing difficulty. The teacher says a word and children mark the appropriate pictures. The tests assess basic concepts, such as, top-bottom, next to, begin-end, below-above, etc. Form B is more difficult than Form A.

This is an easily administered test which can be administered indivdually or in groups of up to 12 children. The Spanish version must be adapted to the Puerto Rican child in certain vocabulary items. The English version can be translated and adapted to other languages.

Rating: Excellent

CABE Bilingual Bicultural Test Evaluation Conference, 1976.

BRIGANCE DIAGNOSTIC INVENTORY OF BASIC SKILLS

Author: Albert H. Brigance

Publisher: Curriculum Associates, Inc.
Woburn, Massachusetts 01806

Language: English

Grade Range/Age Level: K-6. It may also be used by junior high school and secondary level teachers with students who need instruction at an elementary level.

Examiner's Requirements: No specialized training is necessary. Professionals and paraprofessionals may administer the test.

Administration Time: Time limits are suggested on some tests. On others, the time limit is left to the discretion of the examiner.

Administration Format: Individual

Areas Assessed: Readiness, reading, language arts, and math.

Comments: This inventory consists of tests in the four areas of readiness, reading, language arts, and math. It was created to be used for diagnostic purposes only. The examiner may adapt it according to the needs of the student and administer some or all of the tests. The results may be used to create individualized plans of instruction, to place students or to sequence instruction. The student's proficiency level in each skill area is obtained.

Rating: Good

DEVELOPMENTAL TEST OF VISUAL MOTOR INTEGRATION

Author: Keith E. Beery and Norman A. Buktenica

Publisher: Follett Publishing Company
Chicago, Illinois

Language: Non-verbal test. Directions can be translated into other languages. The instruction manual is in English.

Grade Range/Age Level: 2 to 15 years

Examiner's Requirements: Bilingual teacher familiar with the manual and the instrument. Must be fluent in the child's native language.

Administration Time: 30 minutes

Administration Format: Group or individual.

Areas Assessed: Visual-motor integration

Comments: This is a quick non-verbal method of assessing a child's visual perception and motor coordination. The test consists of a series of 24 geometric forms to be copies with pencil and paper. The forms are arranged in order of increasing difficulty.

Rating: Good

DEVELOPMENTAL TEST OF VISUAL PERCEPTION

Author: Marianne Frostig, Wetly Lefever, and John Whittlessey

Publisher: Consulting Psychologists Press
577 College Avenue
Palo Alto, California

Language: Non-verbal test. Directions can be translated into other languages. The instructions manual is in English.

Grade Range/Age Level: Instrument may be used as a screening device for nursery school, kindergarten, and first grade students, or as an evaluative instrument with older children who demonstrate learning difficulties.

Examiner's Requirements: Professional personnel familiar with testing procedures. Must be fluent in the child's native language and familiar with the manual and the instrument.

Administration Time: Individual: 30-45 minutes
Group: Less than one hour

Administration Format: Group or individual

Areas Assessed: Five areas of visual perception

Comments: The instrument consists of five tests which evaluate visual-perception skills in the areas of eye-motor coordination, figure-ground, constancy of shape, position in space, and spatial relationships.

Rating: Good

KEY MATH DIAGNOSTIC ARITHMETIC TEST

Author(s): Austin J. Connolly, William Nacktman, Milo E. Ritchett

Publisher: American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Language: English (It is being translated into Spanish)

Grade Range/Age Level: Kindergarten through Grade 6. (However, there is no upper limit for individual clinical and remedial use).*

Examiner's Requirements: Extensive background in test administration is not required. Volunteer workers, teachers' aides, and classroom teachers may administer the test, as long as they become thoroughly familiar with the test manual and instrument. However, those who analyze and interpret test results should have extensive experience in interpretation techniques.

Administration Time: Approximately 30 minutes

Administration Format: Individual

Areas Assessed: mathematical skills

Comments: The Key Math is a diagnostic tool designed to determine mathematical skills in individual sutdents. It is divided into 14 different subjects which appear under three major areas, namely, content, operations and applications. The subtests are as follows: Content: 1. numeration, 2. fractions, 3. geometry and symbols; Operations: 4. addition, 5. subtraction, 6. multiplication, 7. division, 8. mental computation, 9. numerical reasoning; Applications: 10. word problems, 11. missing elements, 12. money, 13. measurement, and 14. time. A basal level of three consecutive correct responses, and a ceiling level of three incorrect responses must be obtained. The test was normed on 1,222 students in grades K through 7. Forty-two schools from eight different states cooperated in the study. The sample represents white, black, and "other" students in urban, suburban, and rural settings. The make-up of students who represent the "other" category was not given.

Rating: Excellent

*Key Math Manual, p.2

MEETING STREET SCHOOL SCREENING TEST (MSSST)

Author(s): Dr. Peter Hainsworth and Dr. Marion Sequeland

Publisher: Early Recognition Intervention Systems
P.O. Box 1635
Pawtucket, Rhode Island

Language: English (A Spanish version is being pilot-tested in New York and Puerto Rico).

Grade Range/Age Level: K-1, 2.5 through 6 years of age

Examiner's Requirements: Non-professionals and professionals trained in the test.

Administration Format: Individually

Administration Time: 15-20 minutes

Areas Assessed: Perceptual, auditory and visual-motor skills.

Comments: The Spanish and English versions of this instrument cover the following general areas: language, gross-motor skills, patterning, visual-perceptual motor, and some pre-academic skills. There is also a behavior rating scale and a parent-screening questionnaire. The test will provide diagnostic information for teachers in these areas; in addition, the manual provides data on follow-up evaluation procedures and curriculum modification. The Spanish test is not yet on the market, but pilot-test versions are available upon written request to the above-mentioned address.

Rating: Good

THE NON-MOTORIC VISUAL GESTALT TEST (NVGT)

Author(s): Glen G. Foster, David A. Sabatino

Publisher: Himes Printing Company
State College
Pennsylvania 16801

Language: Non-verbal (Instructions are available in English).

Grade Range/Age Level: 6-0 to 10-9 years

Examiner's Requirements: Teachers, special educator, speech and hearing therapists and psychologists. All personnel must be familiar with instructions, test items, and scoring system.

Administration Time: Not Available (Probably approximately 20 minutes)

Administration Format: Individual

Areas Assessed: Visual Perception

Comments: This instrument is based on the designs of the Bender Visual-Motor Gestalt Test. Unlike the Bender Visual-Motor Gestalt which evaluates visual-motor integration, this instrument only measures visual perception.

The test consists of 18 items plus the initial sample. The child is presented simultaneously with a stimuli and a page of response items which include one item identical to the stimuli item. The child is to select the identical item. There are three phases. (The third phase is given at the discretion of the examiner).

In Phase 1, all items are administered. In Phase II, only the incorrect responses are administered. In this phase the child is given the opportunity to correct his/her incorrect responses -- up to five chances are given. In Phase III, the child may once again be given the opportunity to correct his incorrect responses, if the examiner wishes.

The population consisted of all students (N-446) attending an elementary school in Central Pennsylvania. The population represented urban and rural areas.

Rating: Good

PUPIL RECORD OF EDUCATIONAL BEHAVIOR (P.R.E.B.)

Author(s): Ruth Cheves, M.Ed.

Publisher: Teaching Resources
100 Boylston Street
Boston, Massachusetts

Language: English and Spanish

Grade Range/Age Level: Pre-school to lower intermediate grades.

Examiner's Requirements: Teacher who becomes familiar with the manual and has practiced administering the test.

Administration Time: No time limit.

Administration Format: Individual

Areas Assessed: See description below.

Comments: This diagnostic and screening instruments is designed to enable a teacher to describe the behavior of a child in the following areas: discrimination of colors, recognition of form and figure, recall, comprehension and use of language and concepts of amount.

There is no numerical score. The child's ability is evaluated along a developmental sequence of performance. The test is a good indicator of a child's learning style. The results facilitate educational programming and diagnostic teaching.

The manual provides keys to observation and recording. It also includes a guide to educational planning based upon test information.

Rating: Excellent

RAVENS PROGRESSIVE MATRICES (Colored and Standard)

Author(s): J. C. Ravens, M.S.C.

Publisher: The Psychological Corporation
305 East 45th Street
New York, N.Y.

Language: Non-verbal (Examiner may use any language in giving instructions).

Grade Range/Age Level: 5-16 years of age for the colored version 16 years of age to adulthood for the standard version.

Examiner's Requirements: Person familiar with the test and manual.

Administration Time:

Administration Format: Individual or group.

Areas Assessed: See description below.

Comments: This diagnostic instrument may be used with non-English speakers. It attempts to measure intellectual capacity through the use of visual perception. Group administration is recommended for older examinees.

The examinee must select from six different items the one which represents the part of the matrix which is missing. The colored matrices are used with younger children. For those eight years or older, group testing is recommended because by then they can mark their own test sheet.

The manual is not very clear on several things. Norms were based on a British middle-class population.

Rating: Good

SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN
WITH SPECIFIC LANGUAGE DISABILITIES
Forms A, B, C and Pre-Reading Screening Procedures

Author: Beth Slingerland

Publisher: Educators Publishing Service, Inc.
Cambridge, MA 02138

Language: English

Grade Range/Age Level: Pre-Reading: For children with no prior school experience.
Form A: For grades 1 and 2
Form B: For grades 2 and 3
Form C: For grades 3 and 4

Examiner's Requirements: Regular classroom teacher familiar with the manual and instrument.

Administration Time: 1 to 1½ hours

Administration Format: Individual or group

Areas Assessed: Specific language disabilities

Comments: The instrument assesses perceptual-motor functions, visual, auditory, and kinesthetic functions, and receptive and expressive language performance (both oral and written). The tests can be translated and adapted to Spanish, although it may require substantial time and effort.

Rating: Excellent

APPENDIX E

Resources

RESOURCES

1. National Assessment and Dissemination Center
   Lesley College
   49 Washington Street
   Cambridge, MA 02140
   Telephone: 492-0505

2. Bilingual Resource and Training Center
   Boston University
   School of Education
   232 Bay State Road
   Boston, MA 02215
   Telephone: 353-3205

3. Child Service Demonstration Center
   Murphy Elementary School
   Dorchester, MA 02122
   Telephone: 288-6868

4. Bilingual Resource Center
   Blackstone Elementary School
   Shawmut Street
   Boston, MA 02128
   Telephone: 569-1343

5. Pan American Society of New England
   75 Newbury Street
   Boston, MA 02116
   Telephone: 266-2248

6. Bilingual Multicultural Special Education Project
   Division of Special Education
   31 St. James Avenue
   Boston, MA 02116
   Telephone: 727-5770

7. National Clearinghouse for Bilingual Education
   1300 Wilson Boulevard
   Suite B2-11
   Rossly, VA 22209
   Telephone: 800-336-4560

8. Regional Education Offices

   Greater Boston Regional Education Ctr.
   54 Rindge Avenue Extension
   Cambridge, MA 02140
   Telephone: 547-7472

   Northeast Regional Education Ctr.
   219 North Street
   North Reading, MA 01864
   Telephone: 664-5723

   Central Mass. Regional Education Ctr.
   Beaman Street, Rte. 140
   West Boylston, MA 01583
   Telephone: 835-6267

   Springfield Regional Education Ctr.
   155 Maple Street
   Springfield, MA 01104
   Telephone: 739-7271

   Pittsfield Regional Education Ctr.
   188 South Street
   Pittsfield, MA 01201
   Telephone: 413-499-0745

   Southeast Regional Education Ctr.
   P.O. Box 29
   Middleboro, MA 02346
   Telephone: 947-3240